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ABSTRACT

In its efforts to develop an external degree program designed primarily for full-time working adults, Delaware County Community College conducted a study to determine methods of developing policies, regulations, and procedures to assess experiential learning, and to find out what office of the College should administer this program and how it should be financed. 150 questionnaires were distributed to institutional representatives of the Cooperative Assessment of Experiential Learning (CAEL), Princeton, N. J., asking for information on structure, current practices, and finance. It was concluded that the practice of awarding experiential learning credit is most often housed in the office of the Dean of Instruction with the faculty making most of the evaluating decisions based on documentation, interviews, letters of testimony, job descriptions, and examinations. The criteria against which to measure a person's experiential learning were competencies, courses, and general background of individuals in a wide range of curricula. The maximum credits that could be awarded showed no specific pattern and ranged from three to no limit. Most institutions received neither state nor local funds for this process and 46 percent charged no fees to students. Of those institutions charging fees, most felt that they were equitable. (Author/DC)

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EDUCATION

# THE STRUCTURE AND FINANCING OF A PROGRAM to ASSESS EXPERIENTIAL LEARNING

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A Practicum Presented to Nova University in
Partial Fulfillment of the Requirements for
the Degree of Doctor of Education.

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## INTRODUCTION

Delaware County Community College has embarked on a four year plan (See Appendix A), which has been accepted by the President's Staff to develop an external degree program. Since this program is being directed predominantly at adults, one of the prime requisites is the development of policies, regulations and procedures to assess experiential learning. Two major aspects to be considered are what office of the College should administer this program and how is it to be financed.

## BACKGROUND AND SIGNIFICANCE

Delaware County Community College is a co-educational public, two-year institution located in a densely populated urban-suburban county bordering on Philadelphia. The college has an enrollment of approximately 3,000 full- and part-time students. It offers day and evening programs at its main campus and three off-campus centers and, in addition, provides educational opportunities to some 7,000 persons through its community service programs.

Sponsored experiential learning (cooperative education) has been recognized in the business occupational programs since 1970. More recently, a broader policy of granting students credit for prior experiential learning has been adopted and is now being advertised. (See Appendix B). In addition, the administration, in response to an obligation to meet more relevantly the needs of adult students, has authorized the Dean of Instruction--Continuing Education and Non-Traditional Studies to form an all-college committee to investigate and plan an individualized competency-based external degree in which experiential learning will play a major role.

The underlying philosophy for the proposed program is the belief that the adult student has special needs which can best be served through an individualized degree built upon the base of life experience which, once evaluated and credited, can be rounded out with whatever combination of

learning experiences are appropriate to demonstrate the competencies demanded for the student's chosen educational concentration. Both experiential learning gained prior to enrollment and that sponsored by the institution will have a place in the program. The program will be designed primarily for the full-time working adult.

The program will be a demonstration project centering on four fields in business and related curricula: Business Management, Retail Management, Data Processing, and Secretarial Studies. Current plans call for initiating the program in January 1975. If successful, the program will be expanded to as many curricula of the college that is practicable.

Several additional features of the proposed plan should be noted. Admission to the program will be limited initially to approximately 100 students who have been out of high school for five or more years and who can document evidence of meaningful life experience around which an individualized program can be developed. The essential instrument for developing the student's degree package will be the educational contract which will provide for both the assessment of the student's present level of achievement and the development of an appropriate program of study to meet the competencies demanded in the associate degree. The program will be competency-based requiring the identification of competency objectives for all three degree components, i.e., in general education, related studies,

and the area of specialization. The student will become involved in a variety of learning experiences in order to attain expected competencies. Included could be regular course work, sponsored experiential learning, independent study, and the use of the college's tutorial and learning centers.

Since the proposed program will enroll students who will possess a wide variety of experiential learning and be exposed to many different learning activities, the program plan calls for the utilization of a variety of techniques to evaluate student competencies and experiential learning. Central administrative responsibility for coordinating such efforts will rest with an organized "Assessment Center", which will administer college equivalency examinations, such as CLEP, and coordinate the efforts of faculty committees and individual faculty in devising assessment methods and tools.

While it is difficult to predict the specific assessment techniques which will most often be used, the admissions requirement for prior experience in the pilot group of four business-related fields suggests that techniques most appropriate to evaluating work experience will receive great emphasis. The faculty and administrative staff responsible for planning the program are sensitive to the fact that the assessment of prior work experience will require comprehensive, thoroughly developed documentation procedures, particularly with respect to agreed upon

criteria for determining the quality and depth of the experience. In fact, the crux of the documentation process will be the creation of educationally defensible criteria. When it comes to applying other assessment practices for other types of experience connected with the general education and related studies components of the degree program, the basic thrust will be to tailor the evaluation technique to the individual learning situation. This will require a great deal of experimentation and long-term development of experience in evolving workable assessment methods on the part of faculty and staff.

As mentioned earlier, the responsibility for the coordination of this effort has been delegated to the Dean of Instruction for Continuing Education and Non-Traditional Studies, since it is his office that deals predominantly with the older students and has developed numerous innovative programs to meet the educational needs of adults. One consideration of this study is to determine if that office should in fact continue with this program through the implemental stage.

Another serious concern relevant to the feasibility of such a program is finance. The President of Delaware County Community College, Dr. Douglas F. Libby, Jr., has indicated a need for researching the financing of programs of this type so that the College can have the experience of other institutions of higher education as a base point in implementing the financial structure.

The basic questions that must be answered are as follows:

1. "How much is it going to cost?"

   Faculty salaries
   Administration
   Overhead

2. "Where is the money coming from?"

   Student tuition and fees
   Local sponsor
   State

Within the framework of the above questions, this study summarizes the structure and financing of other institutions, getting into such specifics as responsibility for the program, curricula excluded from their process, credits awarded, funding agencies outside the normal process, state and local funding of this process, tuition and fees assessed students, equitability and cost effectiveness of these fees, faculty compensation methods and the impact of collective bargaining as a determinant.

## SURVEY OF THE LITERATURE

As can be expected in any new "movement" in higher education, much of the literature is new. In addition to a manual library search, a computer search was conducted of the Educational Resources Information Center (ERIC) by the Lockheed Information Retrieval Service under the description "External Degree".

In an attempt to better organize this section of the study, there are three divisions: Experiential Learning, Structure and Finance.

Experiential Learning - Smith (1974) indicated that there were four major factors producing the movement of higher education toward experiential learning:

1. There has been too sharp a distinction between life and work.
2. The range of subject matter in Colleges and Universities has expanded greatly. The community college occupational programs have been a strong force, along with concerns about effective education and the integration of these as courses within the curriculum.
3. Experiences that older students brough with them looked very much like sponsored experiential learning.
4. The rhetoric and emerging policies of the day, such as the legal status of credentials as a requirement for positions in the world of work, along with pressure from commissions, agencies, etc.

Smith (1974) also outlined three factors resisting the development of experiential learning:

1. Traditional faculty - "You haven't learned English 1010 until you have taken my course."
2. Residency mandated by state agencies or regulations of colleges and universities.
3. The state of the art.
   a) Failure to have rationale.
   b) Unavailability of assessment techniques.

Coleman (1974) compares deduction and induction to information assimilation and experiential learning. He reviewed the steps of information assimilation as reception of information, understanding the general principle, particularizing, and acting. He said that in experiential learning, the steps are reversed and information is in fact generated only through the sequence of steps themselves.

Houle (1973) wrote that the assessment of non-sponsored experiential learning has received a great deal of attention in recent years, but still presents major problems, partly because unstructured life activities often cannot be squared with formal course requirements and partly because the body of organized and theoretical knowledge which serves as the basis for formal study often is not covered by direct experience.

Bray and Grant (1966) provide a basic psychometric evaluation of the assessment center concept as it developed at American Telephone and Telegraph Co., Inc. They focused on an analysis of the intercorrelations among assessment variables and final overall rating of potential managers. Working separately with college-trained and non-college trained groups, they found eight factors for explaining the characteristics of the sample. The lábels are:

1. Administrative skills
2. Interpersonal skills
3. Control of feelings
4. Intellectuality
5. Work oriented motivation
6. Passivity
7. Degrading
8. Non-conformity (college groups only)

Churchill (1973) stated six major principles for considerations relating to evaluating demonstrable prior learning for multi-campus Antioch College:

1. Explicit degree requirements shall be stated by all campuses.
2. The admissions process shall include consideration of the value of prior learning and discussion of such learning with the applicant.

3. Procedures will be developed for assisting students to identify, describe and document past learning.
4. Explicit procedures shall be developed for preparing student plans to satisfy degree requirements.
5. The evaluation of past learning shall be undertaken only by competent evaluators.
6. Institutional procedures for implementing policy will be formulated and periodically reviewed.

Warren (1974) said that assessment procedures and criteria would vary according to the purpose of the learning experience. He said that a student preparing for a career in business might be evaluated on a different set of criteria and by different procedures than a student planning to study law or pursue graduate studies in political science.

The goals for an "Alternative System Higher Education" as recommended by the Connecticut Commission for Higher Education (1973) made provision for the needs of non-affiliated students, especially adults, 1) who have a need, desire, and capability for further education and re-training to fulfill occupational objectives, or 2) who have need for formal recognition of learning they have acquired outside the classroom.

Structure

Gould (1973) indicated that careful attention should be given to articulation among earlier, higher, and adult education, particularly in relation to non-traditional study. He also said that appropriate alterations in patterns of governance should be considered when non-traditional arrangements become significant either within an institution or among institutions. Another major point made by Gould (1973) was that the support of boards of trustees or regents, commissioners and other administrators, faculty senates and controlling committees, and student organizations should be actively sought in any efforts to introduce non-traditional forms into existing institutions.

Allen (1971) stated the following premises to be of primary importance in evaluating the options for a structure to implement an external degree program in Massachusetts:

1. Provide the highest degree of flexibility of operation.
2. Maximum use of existing educational structure.
3. Respond to the widest range of potential students.
4. Organizational pattern should serve to enhance the credibility, prestige and reputation of the program and its degree.
5. Encourage opportunity for innovation.
6. Provide maximum protection from undue influence and content of partisan politics and special interests.

7. Consider short-range question of place in present organization for public higher education, but also the long-range possibility of a reorganized state structure for all of public education.

In structuring the external degree program as a part of its continuing education plan, Ferris State College (1973), in the report of the planning committee, saw it as fitting between the columns below and saw the connecting institutional force it exerts.

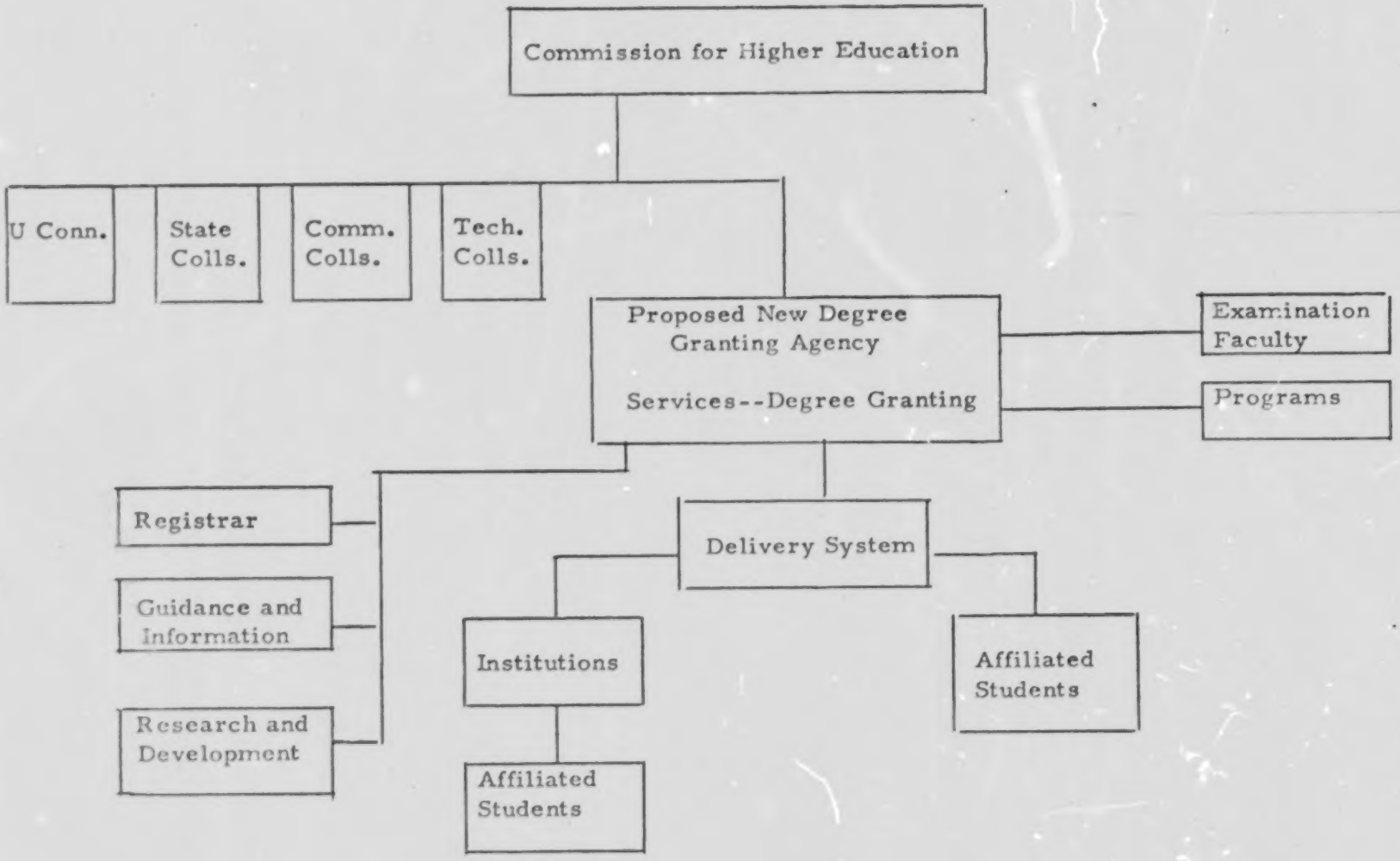
New (Lifelong)
(In and Out of School)

| Concept | | Institution |
|---|---|---|
| Daily Work Experience<br>Organized group trips<br>Self-study<br>Travel and observation<br>Attendance--school courses, seminars | External Degree Program<br><br>Student created program; qualifying or proficiency examinations | Museums<br>Places of work<br>Business<br>Parks<br>The city, town, county<br>Libraries<br>Schools (all levels)<br>Governments<br>Welfare agencies<br>Hospitals, clinics |

Under the heading, "Organizing for Continuing Education," (which includes the external degree) the Ferris State College study (1973) recommended that a director (chairperson, dean) be appointed, on a major administrative level.

In Connecticut, the Commission for Higher Education (1973) recommended that a new constituent unit within the state system of higher education should be created. This unit, with its own board of trustees, should have authority (1) to award undergraduate degrees on the basis of examinations and transfer of credit, (2) to award credit for learning on the basis of demonstrated competency without regard to how it was achieved, and (3) to provide services necessary to implement its functions as a degree and credit granting agency. Under the heading "Location and Number of Institutional Units", they stated that in view of the very recent movement to establish external degree programs and open universities, it is urged that there be provision in the Master Plan for further study of the impact of these innovations on patterns of enrollment so that estimates of need for new institutions and for changes in existing institutions may be modified accordingly.

The Connecticut study (1973) illustrated their organizing concept as follows:


Commission for Higher Education
U Conn.
State Colls.
Comm. Colls.
Tech. Colls.
Proposed New Degree Granting Agency
Services--Degree Granting
Examination Faculty
Programs
Registrar
Guidance and Information
Research and Development
Delivery System
Institutions
Affiliated Students
Affiliated Students

Finance

Shaw (1969) noted increasing support at the federal and state levels for programs of adult education.

Gould (1973), as Chairman of the Commission on Non-Traditional Study, listed cost including tuition and all incidentals as the most predominant obstacle to learning cited by would-be learners, 53%. He also said that systems of faculty reward and promotion should not discriminate against the person who teaches in non-traditional programs.

Gould (1973) also pointed out that alternative fee structures cannot be avoided when major educational changes occur. He said that public institutions, whose income is ordinarily determined on a full-time student (or equivalent) basis, must devise some formula of payment that guarantees adequate support.

Bowen (1973) discusses a model external degree institution and enumerates average costs of $40 for evaluation of a student's educational history and status, $30 per student for counseling, $100 per student course enrollment, $100 per student for comprehensive examinations. He further suggests that charges for students in external study should be at least as high, relative to cost, as that for resident study. As to whether tuition should produce a large or small share of the cost, Bowen (1973) states that essentially the same arguments would apply to external degree programs as apply to conventional resident instruction. He concludes by saying that

external degree programs of quality are likely to be quite costly--at least in the short run--and cannot be absorbed into institutional budgets without adequate funding, and that efforts to mount these programs without sufficient financing will inevitably hurt performance in both internal and external programs.

Houle (1973) advises institutional leaders considering embarking on an external degree program that there are only a few financial guidelines available, some of them ambiguous.

1. The external degree and the administrative unit which supports it and other educational services tend to produce revenue for their universities. In at least a few cases, they are maintained precisely becuase they help support other parts of the institution.
2. Some special degrees for adults are less expensive than internal degrees at the same university; some are most costly.
3. A great deal of attention must be given in cost accounting to the maintenance of quality.
4. None of the major non-traditional assessment degree programs in the United States have existed long enough to demonstrate this on-going financial viability.
5. If the external degree program is to be experimental, new systems must be devised for assessing student fees.
6. The out-of-pocket costs to both student and university usually are much less for the external degree than for the internal degree.

Houle (1973) also said that the chief cost benefit of an external degree to a college, particularly one experiencing a decline in the number of internal students, comes from more efficient use of its human and building resources.

In their report on the "Open University" (1971) the Massachusetts State Board of Higher Education reported costs in Britain's Open University as $635 per student and the Urban College of Roxbury, a branch of the Antioch University Without Walls, as $2,660 per student. The estimate for start up costs for an external degree program were projected at ten per cent of those for a conventional university. The report went on to say that the annual cost per student for instructional services at the Massachusetts Open University were estimated as follows:

| | |
|---|---|
| Mentors | $200 |
| Tutors | $250 |
| Evaluation | $200 |
| Adjunct Faculty | $ 30 |
| | $680 |

The Federation of Regional Accrediting Commissions of Higher Education (1973) with regard to non-traditional study, was concerned with the placement of responsibility, the use and availability of resources, and the relation between student charges, services rendered, and benefits acquired.

Byham (1970) estimated that the costs of assessment centers to identify industrial, managerial talent were $500 per candidate including housing and transportation costs.

Hawkridge (1973) noted that income at the British Open University was derived from government grants, student fees and substantial sales of Open University materials in North America. He said that any cost analysis will provide differences depending on whether we look at recurrent or capital costs, at costs per student, per course, or per graduate, or at costs set against life-time benefits. He concluded that the University is likely to continue to be cost effective within most of these frames of reference.

Wagner (1973) tried to evaluate the costs of the Open University compared with those of conventional British Universities. Using figures from the first three years of the University's development he concluded that whichever formula was used, the Open University was appreciably cheaper in recurrent costs and considerably cheaper in capital costs.

Wagner (1972) gave the following figures to illustrate comparative costs:

| | | Open University | Conventional |
|---|---|---|---|
| A. | Average recurrent cost per equivalent undergraduate | £ 251 | £ 940 |
| B. | Capital cost per student place | £ 165 | £ 3000 |
| C. | Average recurrent cost per graduate | £ 4000 at 85% deposit | £ 4000 + |
| D. | Resource cost per equivalent | £ 268 | £ 1577 |

In Connecticut (1973), the Commission for Higher Education recommended that public funds should be made available to staff and implement a pilot program on an expandable basis in response to a continuing appraisal of need. The budget proposed for fiscal 1973-74 was $113,850 for planning and initial implementation.

Rosenstein (1972) found costs of external degree programs to vary considerably depending upon the institution. As could be anticipated, the larger the number of students effected, the lower per unit cost. This range went from $2,200 per student for 100 students at one institution to $550 per year for 100 students at another institution.

## DEFINITION OF TERMS

1. Assessment - a valuation made by authorized persons according to their discretion.

2. Competence - the ability to exhibit the level of performance that is requisite to the successful attainment of a particular goal.

3. Competency Objectives - criteria for meeting an acceptable standard of skill.

4. Cost Effectiveness - relationship of costs in relation to expected outcomes and in relation to other functions of the enterprise.

5. Educational Contract - document specifying learning outcomes through prior sponsored and non-sponsored experiential learning and formal courses as well as delineating the plans for future learning outcomes leading to a completion credential.

6. Experiential Learning - learning that takes place independet of classroom instruction and related practices such as term papers.

   Sponsored Experiential Learning - learning that takes place under the direction of a college or university with learning outcomes defined.

   Non-sponsored Experiential Learning - learning that takes place, usually prior to enrollment in a program of study leading to a degree, and without learning outcomes defined in advance.

7. Finance - to supply the means for.

8. Local Sponsor - agency of government, county, city or schools which provide tax support to a community college.

9. Non-traditional Studies - a specially-designed program based on new or unconventional forms of education free of the time and place limitations of traditional classroom instruction.

10. Occupational Programs - two year skill oriented courses of study in two year colleges aimed at preparing students for careers.

11. Overhead - the total expenses involved in running a business enterprise excluding the cost of materials for production and the production expenses: specifically, the costs of rent, furnishings, lighting, heating, taxes, insurance, and the office expenses of a concern.

## LIMITATIONS OF THE STUDY

Variables that cannot be controlled are a part of any study. Therefore, the following should be noted as limitations to this study:

1. Relative "newness" of the concept provides a small sample.
2. Sample is pretty much restricted to members of the Cooperative Assessment of Experiential Learning (CAEL) Assembly and Task Force Institutions, since this is the only method at this time of identifying those involved in this process without surveying all institutions of higher education in the country.
3. Pattern of financing public institutions vary from state to state.
4. Pattern of financing differs among state colleges and universities, private colleges and universities, and community colleges.
5. The enrollment or size of faculty of each College was not taken into consideration.

## BASIC ASSUMPTIONS

1. That response made by the institutional representation completing the survey document are accurate.

2. That homogeneity of variance was operative by virtue of the assumption that the population in the sample is distributed normally.

3. That institutions of higher education, from a global standpoint, have similar organizational structures.

## PROCEDURES FOR COLLECTING DATA

1. Through a questionnaire (See Appendix C), Colleges and Universities who are members of the Cooperative Assessment of Experiential Learning (CAEL) Assembly, Educational Testing Service, Princeton, New Jersey (See Appendix D), have been surveyed to determine the structure and financing of their program to assess experiential learning. These questionnaires were distributed to the institutional representatives attending the first CAEL Assembly meeting in Chicago on October 6-7-8, 1974. In addition, the questionnaires were mailed to each institution with replies being asked by October 15, 1974. Those institutions not responding by that date were sent a follow-up questionnaire on October 17, 1974.

2. All duplicate questionnaires were discarded.

3. All questionnaires returned with insufficient data upon them were rejected.

## PROCEDURES FOR TREATING THE DATA

The data received is not adequate to use a statistical technique, due to the size of the sample and the diversity of the institutions. There is, however, enough commonality in structure and financing to be able to describe patterns and trends on the following topics:

1. Office of the College to be responsible for implementing program.
2. Criteria used to measure experiential learning.
3. Performance and techniques of the evaluation and assessment process.
4. Maximum number of credits that can be awarded.
5. Curricula excluded from the program of assessing experiential learning.
6. Reasons for the above exclusions.
7. Federal or foundation support.
8. State and local funding.
9. Student tuition and fees for this process and their relevance to normal tuition and fees.
10. Basis for establishing student tuition and fees.
11. Equitability and cost effectiveness of tuition and fees.
12. Compensation of faculty involved in this process.
13. Impact of collective bargaining as a determinant for faculty compensation.

Summary and Analysis of Questionnaire Titled,
"Survey of Structure, Current Practices and
Financing of Non-College Sponsored
Prior Experiential Learning"

October, 1974, conducted by Eugene J. Kray,
Dean of Instruction, Continuing Education
and Non-Traditional Studies

PART I: Structure and Current Practices

Question 1. Does your institution now award credit or plan to award credit on the basis of experiential learning?

80 Yes 20 No 3 Yes, but data insufficien. to use.

Out of 150 questionnaires distributed to credit awarding institutions of higher education, there were a total of 103 responses (69%). 80 of the responses were usable since 20 were negative and were advised that they need not complete the remaining portion of the survey and 3 responses had insufficient data.

Question 2. Type of institution of higher education:

a) 14 Public two year College
b) 1 Private two year College
c) 1 Technical Institute (2 year)
d) 1 College (3 year B.A.)
e) 13 State or City Colleges (4 year)
f) 22 Universities
g) 25 Private Colleges and Universities ( 4 year)
h) 3 Upper Division Colleges and Universities

The responses returned were equally distributed over the sample. Responses from community colleges compared favorably with the responses of the total sample, 14 out of 21 (67%) compared to (69%). A comparison of the data received from community colleges to the data of the total sample showed no distributive difference, i.e., community colleges were not dealing with the question related to structure, current practices and finance in awarding credit for experiential learning, any differently than other colleges and universities.

Question 3. In which office of your institution is the program to assess or credential experiential learning housed? (Check all that apply)

| Assess | | Credential | | |
|---|---|---|---|---|
| | 4 | | 3 | Dean of Continuing Education |
| (33%) | 29 | (37%) | 34 | Dean of Instruction (including many related titles) |
| | 7 | | 5 | Director of Admissions |
| | | | | Other-- |
| (14%) | 13 | (15%) | 13 | Faculty (Individually or Committee) |
| | 5 | | 1 | Department or Division Chairperson |
| | 5 | | 5 | Registrar |
| (16%) | 14 | (20%) | 18 | Evaluating Centers |
| | 12 | | 10 | Misc. |

The office of the college responsible for implementing the assessing and credentialing experiential learning is predominantly the Office of the Dean of Instruction followed by Evaluating Centers and the faculty (individuals and committees).

Question 4. Who performs the actual evaluation decision to credential the individual's experiential learning?

| | |
|---|---|
| (63%) 68 | Faculty |
| 11 | Director of Non-Traditional Studies |
| 4 | Director of Admissions |
| | Other-- |
| 6 | Dean of Instruction (including related titles) |
| 5 | Outside experts |
| 14 | Miscellaneous |

It was interesting to the author that the faculty make only 63% of the evaluating decisions. He would have hypothesized that this figure would be closer to 90%.

Question 5. Against what criteria is a person's experiential learning measured? (Check all that apply)

(33%) 51 Specific courses in your college curricula
(35%) 54 Competencies
(24%) 37 General evaluation of a person's background
Other--
5 Learning experiences
6 Miscellaneous

Although competency based learning is relatively in its infancy in higher education, the survey indicated that this was the predominant criteria used to measure learning.

Question 6. What is the maximum number of credits that can be awarded for experiential learning.

| Four Year Colleges | Credits |
|---|---|
| 11 | No Limit |
| 1 | No Limit (45 of last 60 on campus) |
| 1 | 147 (45 additional required in residence) |
| 1 | 125 (32 within a subject area) |
| 1 | 94 (30 additional required in residence) |
| 2 | 90 |
| 1 | 75 |
| 1 | 72 (30 Non-liberal arts) |
| 1 | 62 |
| 2 | 60 |
| 1 | 58 |
| 1 | 45 |
| 1 | 36 |
| 1 | 35 |
| 1 | 32 |
| 4 | 30 |
| 1 | 26 |
| 1 | 24 |
| 1 | 20 |
| 2 | 18 |
| 1 | 17 |
| 2 | 15 |
| 1 | 14 |
| 4 | 12 |
| 1 | 10 |
| 1 | 11 (out of 36 required for graduation) |
| 2 | 9 |
| 1 | 6 |
| 2 | Varies according to program |
| 7 | Not yet determined |

Question 6. (Continued)

| Two Year Colleges | Credits |
|---|---|
| 1 | Whole degree |
| 1 | 58 |
| 2 | 45 |
| 1 | 30 |
| 1 | 21 |
| 1 | 16 |
| 2 | 15 |
| 1 | 3 (+ 6 for current experiential learning) |
| 2 | Varies according to program |
| 3 | Not yet determined |

There was no specific trend with regard to maximum number of credits to be awarded. The range was from 3 to no limit. The most frequent response 12 out of 73 (16%) was that there was no limit on the number of credits to be awarded.

Question 7. What techniques do you use to assess experiential learning? (Check all that apply)

| | |
|---|---|
| 52 | Formal examination |
| 68 | Faculty interviews |
| 51 | CLEP |
| 78 | Documentation |
| 56 | Letter of Testimony |
| 56 | Job Descriptions |
| | Other-- |
| 8 | Observation of Performance |
| 2 | Consultant Interview |
| 3 | Miscellaneous |

The distribution of responses to this question were widespread with most of the respondents using multiple techniques to assess experiential learning.

Question 8. Please list the curricula of your College for which credit is awarded for experiential learning.

| | |
|---|---|
| 3 | Accounting |
| 1 | Anthropology |
| 7 | Art |
| 13 | Bachelor of Arts |
| 13 | Bachelor of Science |
| 11 | Business |
| 3 | Business Education |
| 8 | Career Programs |
| 3 | Chemistry |
| 4 | Drama |
| 9 | Economics |
| 12 | Education |
| 6 | Engineering |
| 4 | Fine Arts |
| 7 | Foreign Languages |
| 5 | Geography |
| 3 | Geology |
| 6 | Health Care Sciences |
| 8 | History |
| 4 | Home Economics |
| 5 | Hotel Management |
| 12 | Humanities |
| 4 | Industrial Arts |
| 1 | Kinesiology |
| 14 | Liberal Studies |
| 2 | Library Science |
| 3 | Marketing |
| 5 | Math |
| 6 | Music |
| 5 | Nursing |
| 3 | Office Administration |
| 2 | Photography |
| 3 | Physics |
| 2 | Planning |
| 3 | Police Science |
| 12 | Political Science |
| 9 | Psychology |
| 4 | Psysical Education |
| 6 | Public Administration |
| 3 | Real Estate |
| 1 | Recreation |
| 5 | Religion and Ethics |

Question 8. (Continued)

9 Science
2 Sculpture
9 Social Science
7 Sociology
3 Special Education
1 Urban Affairs
3 Work Center Management

The curricula for which experiential learning credit is awarded is distributed over a wide area with no single curriculum predominating.

Question 9. Are there any specific curriculum areas or courses for which you have not been able to award credit for experiential learning?

35 (42%) Yes 49 (58%) No

Curriculum areas:

3 Art and Music
6 Biological Science
5 Business
1 Education
1 Engineering
4 Humanities
8 Liberal Arts
5 Nursing
4 Practice Teaching
3 Varies

Question 9. (Continued)

If yes, for what reason?

| | |
|---|---|
| 21 | Faculty reluctance |
| 11 | Administrative reluctance |
| 6 | Difficulty with state approving agency (e.g. State Board of Nursing Examiners) |
| 4 | Difficulty with professional approving agency (e.g. National League for Nursing, American Association of Collegiate Schools of Business) |

Other--

| | |
|---|---|
| 2 | Insufficient academic work |
| 1 | Faculty council guidelines for program |
| 1 | Investment of feasibility for assessment |
| 1 | Integration |
| 2 | Developing tests |
| 1 | Lack of funds |

35 (44%) of the respondents indicated specific curriculum areas for which experiential learning credit could not be awarded. The liberal arts curriculum area was specified most often. Faculty reluctance was the reason in most instances.

## PART II: Financing

Question 1. Do you receive or have you received any federal or private foundation support for assessing experiential learning.

20 (25%) Yes 60 (75%) No

If yes, please indicate the agency or foundation:

8 CAEL
1 College Work Study
1 Edinboro Foundation
3 FIPSE
1 Ford Foundation Grant I
1 Hill
2 Kellogg
1 Law Enforcement Program
1 State Educational Coordinating Council
1 Title I

20 colleges (25%) indicated they received federal or private foundation support. The Cooperative Assessment of Experiential Learning (CAEL) project was noted most often followed by the Fund for the Improvement of Post Secondary Education (FIPSE).

Question 2. If you are a state or quasi-state institution, do you receive any state funds to directly support the assessing of experiential learning?

15 (19%) Yes 65 (81%) No.

If yes, on what basis? (Check all that apply)

2 number of credits awarded to each student
3 special grant for this project
11 part of the regular operating budget

15 institutions (19%) of the total sample indicated they received state funds. 11 (73%) of these institutions indicated that they received these funds as a part of the regular operating budget. Of these 11 institutions, 4 charged no fees to students for this process, 6 charged a flat fee ranging from $30 to $350, and 2 charged on the basis of credits awarded.

Question 3. Do you receive any local funds (particularly for community colleges) to support the assessing of experiential learning?

4 Yes 76 No

If yes, on what basis (Check all that apply)

| | |
|---|---|
| 0 | number of credits awarded to each student |
| 0 | special budgetary appropriation for this project |
| 3 | part of regular operating budget |
| | Other-- |
| 1 | group basis with fees paid by state agency in question |

Of the 4 institutions receiving local funds for this process, 2 (50%) were community colleges. Neither of the community colleges charged a fee to students.

Question 4. How are students charged for the assessment of their experiential learning? (Check all that apply)

| | | |
|---|---|---|
| 37 (46%) | no fees charged | |
| | college application fee: | |
| | 2 | $ 5 |
| | 5 | $10 |
| | 2 | $15 |
| | 1 | $25 |
| | 2 | $35 |
| Total | 12 (15%) | |

| per credit hour awarded: | | normal per credit hour tuition: |
|---|---|---|
| 1 | 5 | 5 |
| 2 | 10 | 35 |
| 1 | 10 | 50 |
| 1 | 12 | 10 |
| 2 | 15 | 15 |
| 2 | 15 | 50 |
| 1 | 20 | -- |
| 2 | 21 | 21 |
| 2 | 25 | 45 to 67 |
| 1 | 30 | 50 |
| 1 | 31 | 31 |
| Total | 16 (20%) | |

Question 4. (Continued)

flat fee:

| | | |
|---|---|---|
| | 2 | $ 15 |
| | 3 | 30 |
| | 2 | 50 |
| | 1 | 185 |
| | 1 | 250 |
| | 2 | 300 |
| | 1 | 350 |
| Total | 12 (15%) | |

other:

Contract Degree $75; $150 total program; Special Exams $8-10.
$50 fee for Review Board
$15 per area awarded credit
$25 per course
$140 for portfolio evaluation
$1 to $5 per credit
$75 assessment fee
$50 departmental examination fee in some cases
(1-11 cr. hours at 50% of per hour full tuition, $80 = $40
(12-18 cr. hours at 40% of base tuition, $1200 = $480
(19-30 cr. hours, $500
(31-64 cr. hours, $600; over 64 cr. hours....waiver and $700

No fees were charged by 37 colleges (46%) involved in the assessment of experiential learning. Of those institutions charging tuition or fees, there did not appear to be any clear cut trend, although only 4 of the 16 charging on a credit hour basis (25%) charged the same tuition as charged to students taking courses.

Question 5. If fees are charged, what is the basis for setting that fee? (Check all that apply)

| | |
|---|---|
| 17 | same tuition rate as charged to all students |
| 5 | state mandated fee |
| 20 | estimated to cover student's share of overall operating costs |
| 11 | other (many varied answers) |

Although only 4 of the 16 colleges (25%), charging tuition on a credit hour basis, charged the same tuition as charged to students taking courses, 17 of the 43 institutions charging fees (40%) indicated that the fees were charged on the basis of the same tuition rate as charged to all students.

Question 6. Do you believe that the fees charged to students are equitable?

44 Yes 4 No.

If no, why not?

Too low because of extensive counseling.
Fee response costs do not equal charges.
Faculty concerned about experiential credit and relation to general tuition fee.
Testing process time consuming with faculty not compensated.

44 of the respondents believed that the fees charged to students were equitable. This represents 92% of the respondents answering this question. It is interesting to note that the negative responses to this question generally were because they thought the fees were too low.

Question 7. Do you believe that the fees charged to students are cost effective relative to other areas of your institution?

36 Yes 4 No.

If no, why not?

Too low because of extensive counseling involved.
Does not begin to cover costs.
The evaluation procedure is carried on "free of charge" (payment for credit only). Cost of evaluator's time is carried totally by the institution.
As of this date, fee schedule is regained.

36 of the respondents to this question (90%) thought that the fees were cost effective. Those who did not again felt that the fees charged were too low.

Question 8. If full time faculty are involved in the assessment of experiential learning, how are they compensated? (Check all that apply)

17 (21%) part of regular load--given reduction from normal teaching assignment.
46 (58%) part of regular load--no additional compensation
3 on a per student basis: A)$240 per student
B)$10
C) 1½ times the hourly rate
1 on a credit hour basis $1.00 per credit hour
2 on a contact hour basis A)$8.00 per contact hour
B)$10.00
2 contracted amount A)$100 a month for 5 assistants
B)10
7 Other--
$8 for special exam, $20-25 for contract degree, $12 per professional hour
Receive a fee for validating departmental exam
System not developed yet
$50 per student per area of evaluation
Overload
Hourly basis corresponding to $100 a day honorarium
$125 for developmental exams
2 No answer

Question 8. (Continued)

46 institutions (58%) reported that faculty involved in the assessment of experiential learning did so as a part of regular load with no additional compensation. This was astounding to the author since he had hypothesized that some form of overload structure would be predominant. 17 of the colleges (21%) indicated that this was a part of the regular load but that faculty were given a reduced teaching assignment.

Question 9. Does your institution have a collective bargaining unit?

24 (29%) Yes 56 (71%) No

If yes, was the question of compensation negotiated?

3 Yes 21 No

It was interesting that only 23 of the institutions had a collective bargaining unit. Understanding that there were institutions who were involved in the assessment of experiential learning, a hypothesis might be: "The collective bargaining process has prevented or deterred colleges from becoming involved in the assessment of experiential learning." There is certainly insufficient data to prove or disprove this hypothesis, however, the answer to the final question seems to disprove it since only 3 (13%) of the 23 institutions with bargaining units indicated that the question of compensation was negotiated.

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# APPENDIX A

## A MULTI-PHASED APPROACH TO THE DEVELOPMENT OF THE EXTERNAL DEGREE PROGRAM AT D.C.C.C.

Legend: 0 = Begin; Δ = Completion and/or implementation

| PHASE I | 7/1/73 | 1/1/74 | 7/1/74 | 1/1/75 | 7/1/75 | 1/1/76 | 7/1/76 |
|---|---|---|---|---|---|---|---|
| A. Credit by Examination | | | | | | | |
| 1. Review existing policy and procedure. | | | 0 ---------- | | Δ | | |
| 2. Investigate financing, including tuition or fees and state reimbursement. | | | 0 ---------- | | Δ | | |
| 3. Develop organizational and administrative unit to centralize the process. | | | 0 ---------- | | Δ | | |
| 4. Develop compensatory structure for faculty. | | | 0 ---------- | | Δ | | |
| 5. Develop marketing strategy for recruiting students into the program. | | | 0 ---------- | | Δ | | |
| 6. Review the CLEP program with particular concern for appropriateness in specific areas and cut-off scores. | | | 0 ---------- | | Δ | | |
| B. Competency Based External Degree | | | | | | | |
| 1. Study of literature, collect data and review recent developments and visit Colleges who have operational external degree programs. | 0 ---------- | | Δ | | | | |
| 2. Up-date faculty on the philosophical concepts of the external degree and obtain their commitment. | | 0 ----- | Δ | | | | |
| 3. Solicit release time proposals from faculty for the development of competency and assessment criteria objectives in selected occupational curricula. | | 0 ----- | Δ | | | | |

4. Retain a consultant to work with the above faculty in the development of competency objectives and assessment criteria in the occupational curricula selected. 0 ----- Δ

5. Investigate the consortia Cooperative Assessment of Experiential Learning (CAEL) as being developed under a grant from the Carnegie Foundation by the Educational Testing Service. 0 ----- Δ

C. Funding Development both of Competency Objectives for the External Degree

1. Fund for the Improvement of Post-Secondary Education. 0 ----- Δ
2. Vocational Education Funds. 0 ----- Δ
3. Pennsylvania Open College Fund. 0 ----- Δ
4. DCCC released time funds. 0 ----- Δ

D. Placement Testing

1. Review relationship to Credit by Examination and consider possible integration of certain aspects. 0 ---------- Δ
2. Consider centralization of the process. 0 ---------- Δ
3. Consider ramifications of a fee structure as the Placement Testing might interface with Credit by Examination. 0 ---------- Δ

E. Assessment Center

1. Consider development in light of some of the above. 0 ---------- Δ

2. Consider organizational and administrative relationships. 0 ---------- △
3. Consider staffing. 0 ---------- △
4. Consider operational costs. 0 ---------- △
5. Consider relationship to existing structure and where assessing ends and counseling begins. 0 ---------- △

PHASE II

A. External Degree
1. Review and evaluate overall process to date in light of delivery system and organizational structure to accomplish goals. 0 ---------- △
2. Initiate faculty involvement and funding for the development of remaining occupational curricula. 0 ---------- △
3. Initiate the development of the competency objectives "concept" with faculty and others within the college and university transfer curriculum. 0 ---------- △
4. Begin discussions with four year colleges on a cooperative arrangement to accept transfer students from the external degree program. 0 ----------(7/1/77)--- △

B. Other
1. Anticipate organizational structure necessary to encompass existing internal policies and developing policies into one administrative unit. 0 ---------- △

| | 7/1/73 | 1/1/74 | 7/1/74 | 1/1/75 | 7/1/75 | 1/1/76 | 7/1/76 |
|---|---|---|---|---|---|---|---|

PHASE III

A. External Degree
   1. Evaluate effectiveness of the program from a stand point of acceptability, marketing strategy, and effect on existing programs.
   2. Examine cost effectiveness of program.

# APPENDIX B

Approved P.S.: 7/10/74
Approved B/T: 7/17/74

4.6.14 Assessment of Experiential Learning

The Community College of Delaware County recognizes that college-level study and achievement does not always take place in the formal setting of the college classroom. Such college-level learning may have taken place throu on-the-job training, military service schools, the United States Armed Forces Institute, independent study, travel, etc. The College will, therefore, award credit where such achievement is relevant and can be demonstrated through stan dardized tests such as the College Level Examination Program (CLEP), through it own Credit by Examination Policy, through a faculty assessment of experiential learning, and/or through such other measures as the College may devise.

# APPENDIX C

Delaware County Community College
Media, Pennsylvania 19063 353-5400

October 4, 1974

MEMORANDUM

To: My Colleagues in the Assessment of Experiential Learning

From: Eugene J. Kray, Dean of Continuing Education and Non-Traditional Studies

Subject: Survey of Structure, Practices and Financing of Non-College Sponsored Prior Experiential Learning

On the basis of many visits, phone calls, and discussions with people around the country, we have found many colleges that are in the same position as we in groping for answers to difficult questions pertaining to some of this new earth upon which we are now treading in the area of experiential learning.

Since we are in the embryonic stages of developing a program to assess experiential learning ( we now use CLEP, departmental examinations, and are into a four year plan to use competency objectives as criteria), we are attempting to compile some information through the enclosed survey document that will be helpful, not only to us, but to many colleges with whom we have recently spoken. This survey will also be used as the basis for a practicum in College Governance which I will be writing as a doctoral student in Community College Administration at Nova University.

We might add that some recent documents we have received from the Cooperative Assessment of Experiential Learning (CAEL) give an indication that they are heading in the same direction in filling a vacuum of information. We will be at the first meeting of CAEL and will be asking for this survey to be completed by those in attendance as well as mailing this to all CAEL members asking for their response.

Your assistance in completing this survey document and returning it to the hotel desk in Chicago, Room _____, or to me by mail before October 15, will be most sincerely appreciated. If you would like to discuss this matter further, please do not hesitate to contact me either in Chicago or at my office. All responses will be held in confidence and no College names will be used individually without their expressed permission.

All of you will receive a summary of my findings. Thank you very much for your assistance.

EJK:g
Attch.

# SURVEY ON STRUCTURE, CURRENT PRACTICES AND FINANCING OF THE ASSESSMENT OF NON-COLLEGE SPONSORED PRIOR EXPERIENTIAL LEARNING

Name of College or University _____

Name of Person completing this report _____

Title _____

## PART I: STRUCTURE AND CURRENT PRACTICES

1. Does your institution now award credit or plan to award credit on the basis of experiential learning?

   _____ Yes _____ No (If no, you need not complete the remaining portion of this survey.)

2. Type of institution of higher education

   _____ Public two year
   _____ Private two year
   _____ State College
   _____ University
   _____ Other _____

3. In which office of your institution is the program to assess or credential experiential learning housed? (Check all that apply)

| Assess | Credential | |
|---|---|---|
| _____ | _____ | Dean of Continuing Education |
| _____ | _____ | Dean of Instruction |
| _____ | _____ | Director of Admissions |
| _____ | _____ | Other _____ |

4. Who performs the actual evaluation decision to credential the individual's experiential learning?

   _____ Faculty
   _____ Director of Non-Traditional Studies
   _____ Director of Admissions
   _____ Other _____

5. Against what criteria is a person's experiential learning measured? (Check all that apply)

   _____ Specific courses in your college curricula
   _____ Competencies
   _____ General evaluation of a person's background
   _____ Other _____

   _____

6. What is the maximum number of credits that can be awarded for experiential learning?

   _____ Total Number

   If there is a maximum number within a given area, please indicate, e.g. max. 48 credits in liberal arts

   _____

7. What techniques do you use to assess experiential learning? (Check all that apply)

_____ Formal examination
_____ Faculty interviews
_____ CLEP
_____ Documentation
_____ Letter of Testimony
_____ Job Descriptions
_____ Other _____

8. Please list the curricula of your College for which credit is awarded for experiential learning.

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

9. Are there any specific curriculum areas or courses for which you have not been able to award credit for experiential learning?

_____ Yes _____ No Curriculum areas _____ _____

If yes, for what reason?

_____ Faculty reluctance
_____ Administrative reluctance
_____ Difficulty with state approving agency (e.g. State Board of Nursing Examiners)
_____ Difficulty with professional approving agency (e.g. National League for Nursing, American Association of Collegiate Schools of Business)
_____ Difficulty with transfer to upper division or graduate school
_____ Other _____
_____

## PART II: FINANCING

1. Do you receive or have you received any federal or private foundation support for assessing experiential learning?

_____ Yes _____ No. If yes, please indicate the agency or foundation:

_____

2. If you are a state or quasi-state institution, do you receive any state funds to directly support the assessing of experiential learning?

_____ Yes _____ No. If yes, on what basis? (Check all that apply)

_____ number of credits awarded to each student
_____ special grant for this project
_____ part of the regular operating budget
_____ other _____

3. Do you receive any local funds (particularly for community colleges) to support the assessing of experiential learning?

_____ Yes _____ No. If yes, on what basis (Check all that apply)

_____ number of credits awarded to each student
_____ special budgetary appropriation for this project
_____ part of regular operating budget
_____ other _____

4. How are students charged for the assessment of their experiential learning? (Check all that apply)

_____ no fees charged
_____ College application fee $_____
_____ Per credit hour awarded $_____ per credit hour (normal credit hour tuition is $_____)
_____ flat fee no matter how many credits awarded. $_____
_____ other _____
_____

5. If fees are charged, what is the basis for setting that fee? (Check all that apply)

_____ same tuition rate as charged to all students
_____ state mandated fee
_____ estimated to cover student's share of overall operating costs
_____ other _____
_____

6. Do you believe that the fees charged to students are equitable?

_____ Yes _____ No. If no, why not? _____
_____

7. Do you believe that the fees charged to students are cost effective relative to other areas of your institution?

_____ Yes _____ No. If no, why not? _____
_____

8. If full time faculty are involved in the assessment of experiential learning, how are they compensated? (Check all that apply)

_____ part of regular load--given reduction from normal teaching assignment
_____ part of regular load--no additional compensation
_____ on a oer student basis--$_____ per student
_____ on a credit hour basis--$_____ per credit hour
_____ on a contact hour basis--$_____ per contact hour
_____ contracted amount--$_____
_____ other _____

9. Does your institution have a collective bargaining unit? _____ Yes _____ No.
If yes, was the question of compensation negotiated? _____ Yes _____ No.

# APPENDIX D

## CAEL ASSEMBLY MEMBER INSTITUTIONS

Alabama

Huntingdon College
New College - University of Alabama

Arkansas

University of Arkansas

California

Berkeley Learning Pavilion -
North Peralta Community College
California State Universities and Colleges
California State University, Chico
California State University at Los Angeles
Chapman College
Johnston College - University of Redlands
LaVerne College
San Francisco State University
University of California, Los Angeles
University of San Francisco

Colorado

University of Colorado

Connecticut

Board for State Academic Awards
Capital Higher Education Service
Sacred Heart University
South Central Community College

District of Columbia

American Association of Community and Junior Colleges
Universidad Boricua
Washington International College

Florida

Broward Community College
Florida International University
Florida State University
University of South Florida
Valencia Community College

Georgia

Reinhardt College

Illinois

Black Hawk College
De Paul University
Eastern Illinois University
Elmhurst College
Governors State University
Illinois Board of Higher Education
Illinois State University
Lincoln Open University
Loop College
North Central College
Northeastern Illinois University
Northern Illinois University
Roosevelt University
University of Chicago
University of Illinois at Chicago Circle
William Rainey Harper College

Indiana

University of Evansville

Iowa

Drake University
St. Ambrose College

Kansas

Bethel College
Friends University
Sterling College
University of Kansas

Kentucky

Berea College
Kentucky State University
University of Kentucky

Maine

University of Maine

Maryland

Antioch College

Massachusetts

Assumption College
Bunker Hill Community College
Framingham State College
Massachusetts State College System
North Adams State College
Southeastern Massachusetts University
University of Massachusetts, Amherst
University of Massachusetts, Boston
Western New England College

Michigan

Justin Morrill College
Michigan State University
Madonna College
Oakland University
Wayne State University

Minnesota

Macalester College
Minnesota Metropolitan State College
Moorhead State College
St. Olaf College

Mississippi

Natchez Junior College

Missouri

Culver-Stockton College
Notre Dame College
University of Missouri
Washington University
Webster College

Montana

Montana State University

Nebraska

Creighton University
University of Nebraska

New Hampshire

New England Life Long Open Learning Project/
New England Center for Continuing Education
University of New Hampshire

New Jersey

Bergen Community College
Brookdale Community College
Educational Testing Service
Jersey City State College
Montclair State College
Newark College of Engineering
Princeton University
Ramapo College of New Jersey
Stevens Institute of Technology
Thomas A. Edison College

New York

College of Saint Rose
CUNY Baccalaureate Program
Empire State College
Fordham University
Friends World College
Hartwick College
Hunter College of CUNY
LaGuardia Community College
Manhattan College
Queens College
Regional Learning Service of New York
Richmond College of CUNY
Rockland Community College
St. Thomas Aquinas College
State University College, Brockport
State University College, Plattsburgh
Staten Island Community College
Syracuse University

North Carolina

Appalachian State University
Mars Hill College
Shaw University
University of North Carolina

Ohio

Antioch College
Dyke College
East Central College Consortium
Findlay College
Mount Union College
Oberlin College
Ohio University
University of Akron
University of Cincinnati
University of Dayton

Oregon

Southern Oregon College
University of Oregon

Pennsylvania

Allegheny College
Delaware County Community College
Edinboro State College
Lehigh County Community College
Luzerne County Community College
Saint Vincent College
Susquehanna University
University of Pennsylvania

South Dakota

Augustana College
Huron College

Tennessee

Columbia State Community College
Memphis State University
State Technical Institute
Tennessee State University
University of Tennessee

Texas

Community College of the Air Force
El Paso Community College
Texas Christian University
Texas Southern University
Trinity University
University of Texas at Dallas
University of Texas of the Permian Basin

Vermont

Community College of Vermont

Virginia

J. Sargeant Reynolds Community College
Mary Baldwin College
Virginia Polytechnic Institute
and State University

Washington

Everett Community College
Evergreen State College
Fort Wright College
Whatcom Community College

West Virginia

Alderson-Broaddus College

Wisconsin

Milwaukee School of Engineering
University of Wisconsin System

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 07 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION